

**AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING TAUGHT THROUGH  
RUNNING DICTATION TECHNIQUE OF THE SECOND SEMESTER  
OF THE EIGHTH GRADE OF MTS PELITA PESAWARAN  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S 1 -Degree

By

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LAMPUNG**

**2018**

## **ABSTRACT**

**AN ANALYSIS OF STUDENTS' PROBLEMS IN WRITING TAUGHT THROUGH  
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OF THE EIGHTH GRADE OF MTS PELITA PESAWARAN  
IN THE ACADEMIC YEAR OF 2017/2018  
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Writing is one of skills in English. It is often considered a difficult subject by the students. Some techniques are needed by the teacher to overcome writing difficulties. One of them is Running Dictation technique. Furthermore, students often make mistake in writing text. The objectives of the research was to know the students' problem in writing learning process by using running dictation technique and to know the causes of students' problem in writing learning process by using running dictation technique at the second semester of the eighth grade of MTs Pelita Pesawaran in the academic year of 2017/2018.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIIIA as sample which consisted of 18 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

From the data analysis, the researcher found that the students' problems in writing learning process by using running dictation technique at the second semester of the eighth grade of MTs Pelita Pesawaran. They are as follows: the students' difficulty in developing the idea, students' difficulties in organizing the ideas to write a text, the students' lack of vocabulary, spelling, capitalization and punctuation. The problems faced by the students are caused by several things namely: lack learners motivation, inadequate time, lack of practice and teacher's feedback.

**Keyword: Running Dictation Technique, Writing.**





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## DECLARATION

I hereby certify that this thesis with the title : An Analysis of Students' Problems in Writing Taught through Running Dictation Technique of the Second Semester of the Eighth Grade of MTs Pelita Pesawaran in the Academic Year of 2017/2018 academic year completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



Bandar Lampung, July 2018

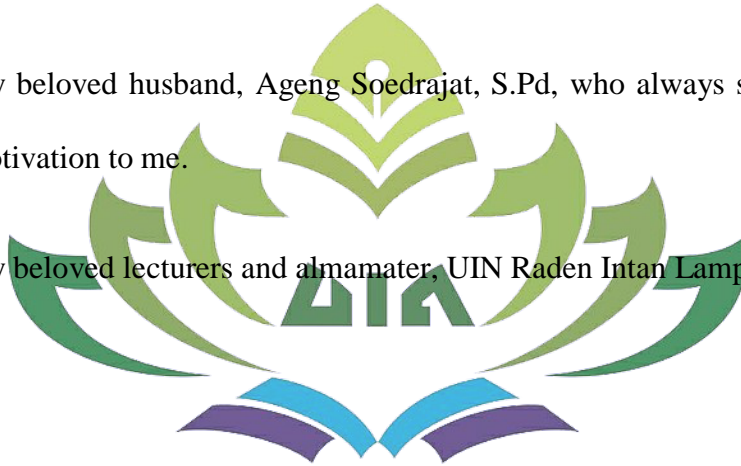
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## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr Suryono (Alm) and Mrs. Sukanti who always love me, and wish for my success. Thanks for all the motivation and pray.
2. My beloved brother and sisters, Liwanda, S.Pd , Lucky Yani, S.Pd, and Lindarsih, S.Pd (Alm) who always prays, support and gives motivation to me.
3. My beloved husband, Ageng Soedrajat, S.Pd, who always support and gives motivation to me.
4. My beloved lecturers and almamater, UIN Raden Intan Lampung.



## MOTTO

قُلْ كُلُّ يَعْمَلُ عَلَى شَاكِلَتِهِ ۚ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَى سَبِيلًا ﴿٨٤﴾

Say, “Each works according to his manner, but your Lord is most knowing of who is best guided in way.” (Q.S. AL-Israa : 84)<sup>1</sup>



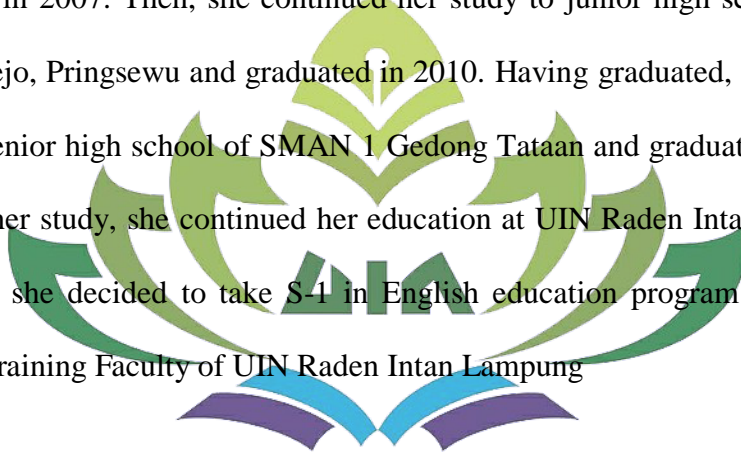
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<sup>1</sup> Kelompok Gema Insani, Al-Qur'an Tiga Bahasa, Al-Israa, Depok, 2010, p.320

## **CURRICULUM VITAE**

The researcher's name is Lupitha Windy Rizky. She was born on June 16<sup>th</sup>, 1995 in Gedong Tataan. She lives in Kutoarjo II, Gedong Tataan, Kabupaten Pesawaran. She is the last child of Mr. Suryono (Alm) and Mrs. Sukanti. She has one brother and two sisters. They are Liwanda, S.Pd, Lucky Yani, S.Pd, and Lindarsih, S.Pd (Alm).

The researcher entered elementary school at SDN 1 Kutoarjo Gedong Tataan and graduated in 2007. Then, she continued her study to junior high school of SMPN 1 Gading Rejo, Pringsewu and graduated in 2010. Having graduated, she continued her study to senior high school of SMAN 1 Gedong Tataan and graduated in 2013. After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English education program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung





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First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

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Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, July, 2018  
The Researcher,

LUPITHA WINDY RIZKY  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.<sup>1</sup> It means that Language is an individual communication tool with other individuals, because language is the most complete and effective communication to convey ideas, messages, intentions, feelings and opinions to others. According to Harmer, a language function is a purpose you wish to achieve when you say and write something.<sup>2</sup> It means that the function of language is as a means of communication or a means to convey information in everyday life or a tool for expressing thoughts, feelings, or ideas used in association.

Language is one of the important ways for people to communicate each other.<sup>3</sup> Almost every country has different language. Language is using to express idea in life and also it is used to deliver message or ideas from the speaker to the listener in interaction among themselves or with their environment. By language people easier to get much information from everywhere, then they have a chance to express the

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup> Ed), (New York: Longman, 2007), p. 13

<sup>2</sup> Jeremy Harmer, *How to Teach English*, New Edition (London: Pearson Education Limited, 2007), p. 76

<sup>3</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (5<sup>th</sup> Ed) (London: Longman, 2006), p. 17



idea into language. They communicate and make interaction each other in daily activity. Without language it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

The main goal of learning a language is to develop the communicate competence, that is the competence to understand and produce paragraph, whether it is in spoken or written suited with the level of the students. In the other words, comprehension and creation paragraphs become a teaching and learning activity. Richards and Rodgers said that today, English is the world's most widely studied foreign language.<sup>4</sup> It means that English is one of interntional languages that is used and studied all over the world.

Curriculum of the 2004 and the 2006, Indonesian students should learn English. English is the compulsory subject for Indonesian students. Mastering English can give a lot of advantages, especially for students, they can open the opportunities to join and compete the olympic competition among a lot of countries. Besides, mastering English can give opportunity for students to go abroad and continue their study in other countries.

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<sup>4</sup>Jack C.Richards and Theodore S.Rodgers, *Approaches and Method in Language Teaching* (Cambridge: Cambridge University Press, 1986), p.1

Students have to master the four language skills: listening, speaking, reading, and writing to know the use of English. However, writing is the most difficult and complicated skill to be learned if it is compared to other language skills, especially for students of Mts Pelita Pesawaran. It is because of writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it.

Writing (as one of the four skills of listening, speaking reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.<sup>5</sup> It means that writing is one of the abilities individuals possess in teaching English and can be used for various learning purposes.

Cimcoz states that students have not been taught to make their ideas flow on paper. They do not know to write, feel stupid when they cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper.<sup>6</sup> It means that teachers who want to help their students gain confidence in writing should try to follow a writing process that takes the students from insecurity to success.

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<sup>5</sup> Jeremy Harmer, *How to teach Writing*, (6<sup>th</sup> Ed) (Edinburgh Gate, Longman, 2007), p. 31

<sup>6</sup> Cimcoz, Teaching ESL/EFL Students to Write Better, *The Internet TESOL Journal*, V (10), Available at: <http://iteslj.org/Techniques/Cimcoz-Writing.html>, (accessed on 29/ 09/ 2014)

If the students always write what they want to write without the teacher asks them their writing skill will improve well. So writing is also about a habit. We can difference between students who love writing and they do not. The students who love writing can make some paragraphs of the text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why, they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

Hyland states that writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating model provided by the teachers.<sup>7</sup> It means that writing is a product of grammatical knowledge. It should be delivered by teachers by manipulating and giving example to their students.

However, in teaching writing to students, teachers must be optimistic that students can improve their writing if each student has a will to study and try to write and it must be continuously. Therefore, teachers have to do on an interesting teaching learning process in class to get attention from their students and give motivation to write.

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<sup>7</sup> Hyland Ken, *Second Language Writing* (Cambridge, New York: Cambridge University Press, 2003), p. 3



Brown states that learning writing is just like learning to swim. Learning to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us.<sup>8</sup> It means that if someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where the world is practically involved in writing.

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres; each has a specific purpose and overall structure, specific linguistic feature and is shared by members of the culture.<sup>9</sup> It means that there are many kinds of writing text; every text has differences each other.

One of the genres writing is descriptive text. Descriptive text is to describe a particular person, place, or thing. This text uses is Simple Present Tense.<sup>10</sup> It means descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

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<sup>8</sup> H.Doughlas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2<sup>th</sup> Ed) ( Longman: California, 2000), p. 334

<sup>9</sup> Ken Hyland, *Teaching and Researching Writing*, (2<sup>th</sup> Ed) (Longman; London, 2009), p.15

<sup>10</sup> PW. M. Mursyid, *English Learning Handout: Learning Descriptive Text*, for VIII, p.4

One of the technique which is suitable for students in teaching writing is running dictation. Running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small group.<sup>11</sup> Harmer also adds that running dictation focuses in writing for fun and concentrate on writing correctly.<sup>12</sup> It means that running dictation as an appropriate technique in teaching learning writing, because this technique improved the students writing correctly and develop the students' cooperation in a small group to solve the problems in learning writing. In addition, by using running dictation technique, all of students worked in group and they worked with each group members to finish their task. Start from beginning until the last in teaching learning writing process and all of the students were active in learning writing.

Based on preliminary research conducted at MTs Pelita Pesawaran the researcher found that teaching writing through running dictation has been applied there. The result of interview the researcher found that most of the students' eighth grade of MTs Pelita Pesawaran felt difficulties in writing. The students felt difficulties to learn and also they lost motivation in learning. The writing students score can be seen in the table below:

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<sup>11</sup> I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 62.

<sup>12</sup>Jeremy Harmer, *Practice of English Language Teaching*, (3<sup>th</sup> Ed) (London: Longman, 2001), p. 264

**Table 1**  
**Students' Writing Score in Descriptive Text Writing at the First Semester of the Eighth Grade of**  
**MTs Pelita Pesawaran in the Academic Year of**  
**2017/2018**

No	Class	Students' Score		Total
		$\geq 73$	$<73$	
1	VIII A	5	13	18
2	VIII B	7	10	17
Total		12	23	35
Presentage		34.29 %	65.71 %	100 %

*Source: The data of MTs Pelita Peswaran.*

Based on table I, it could be seen that the number of the students who obtained high scores were 12 or 34.29 % at of 17 students. While the students who obtained lower scores ere 23students or 65.71 % at of 17 students. This showed that there many students of the first semester of the eight grade of MTs Pelita Pesawaran who obtained lower scores of the specified standard or the criteria of minimum mastery (KKM).

Based on the questionnaire that the researcher gave to the students in preliminary research, the researcher also found three factors in learning English especially in writing descriptive text those are the students find the problems in developing and expressing their ideas; the students' difficulties find meaning of vocabulary; the students have difficulties in writing grammar correctly. And then based on previous research that has been done by Adila about the use running dictation technique to improve students' writing in descriptive text. She used experimental research. It was found that teaching process ran well. The students were active, enthusiastic, and interested in learning writing. The result of the research there was a significant effect



of using running dictation toward students' writing.<sup>13</sup> It means that running dictation as a good technique to develop the students' English writing skill and successful.

From the statements we know that Adila had been done the research by using running dictation and this case the researcher had been done the same research by using running dictation technique. The different previous and the present research, in the previous research, running dictation was a writing technique that can make the teaching learning process ran well and students more active and enthusiastic in writing descriptive text. In the present research, running dictation was a technique of writing that can help the students to make a descriptive text easily because in this technique would be explained more detail how to make a good writing in descriptive text. The previous research had been done at the second semester of the tenth grade of SMA N 1 Bawang in the academic years of 2014/2015, and the present research had been done at the second semester of the eight grade of MTs Pelita Pesawaran in the academic years 2016/2017.

Based on those explanations, the researcher focused on analysis of student's problem in writing learning process running dictation technique.

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<sup>13</sup>Ardilla Arin Aini, *The Use of Running Dictation Technique to Improve Students Writing Descriptive Text*. A case of second semester of the tenth grade of SMA N 1 Bawang in the academic year 2014/2015.

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The students felt difficulties when they had to start writing in descriptive text and felt difficulties to express their idea in written language.
2. The student did not master the grammar and did many mistakes in mechanics such as the spelling, punctuation, and capitalization.
3. The students had difficulties to write correctly.

## **C. Limitation of the Problem**

Considering the background of the problem and the identification of the problem above, the researcher focus and emphasize the research only analysis of students' problem in writing learning process by using running dictation technique at the second semester of the eight grade of MTs Pelita Pesawaran.

## **D. Formulation of the Problem**

Based on the limitation of the problem, the researcher formulates the problems as follows:

1. What are the students' problem in writing learning process by using running dictation technique ?
2. What are the causes of students' problem in writing learning process by using running dictation ?

### **E. Objective of the Research**

The objectives are as follows:

- a. To know the students' problem in writing learning process by using running dictation.
- b. To know the causes of students' problem in writing learning process by using running dictation.

### **F. Uses of Research**

1. For theoretical contribution, this research expected to support the previous theories about an analysis of students' problems in writing learning process by using running dictation technique and to develop knowledge of the researcher in practising the theories.
2. For practical contribution, this research expected to give motivation for the students to improve their writing knowledge.

### **G. Scope of the Research**

1. Subject of the Research

The subject of the research was the students of the second semester of the eighth grade of MTs Pelita Pesawaran in the academic year of 2017/2018.

2. Object of the Research

The object of this research was the students' problem in learning writing by using running dictation techniques.



### 3. Time of the Research

The research conducted at the second semester in the academic year of 2017/2018.

### 4. Place of the Research

The research conducted at MTs Pelita Pesawaran.



## CHAPTER II

### REVIEW OF RELTED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.<sup>1</sup> That statement is supported by Brown, he states that there are eight definitions about language, one of them is language is used for communication.<sup>2</sup> It means that language can be used to communicate or express feelings, knowledge, and thoughts, or idea to another people. English is the first foreign language considered to be taught starting from the elementary school to university.

English is an international language. A lot of country in the world using English to communicate among them and it is ones of the lessons that have to be learned. According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>3</sup> It can be inferred that language teaching is the process of helping students to learn how to acquire the language that they want to learn.

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<sup>1</sup> Sanggman Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (5<sup>th</sup> ed) (London: Longman, 2006), p. 8.

<sup>3</sup> *Ibid*

In Indonesia, English is learnt as the foreign language. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.<sup>4</sup> It means even English is taught from elementary school until university, a lot of people still do not master English yet because they do not use it in their daily life and it does not play an essential role in their social life. So people who learnt English as the foreign language have little opportunities to use their English in real life situation.

### **B. Concept of Writing**

Writing is one of four skills should be mastered by students, as Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.<sup>5</sup> According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>6</sup> It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

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<sup>4</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 22.

<sup>5</sup> Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

<sup>6</sup> Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.



Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections.<sup>7</sup> It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.<sup>8</sup> It means that the students must have more references because it can help them to support their ideas or feelings in written form, so make the reader interested to read their written text.

Based on several definitions about writing above, it can be concluded that writing is a way of express the ideas, feelings, and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic.

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<sup>7</sup> Alice Oshima, Ann Hogue, *Writing Academic English* (3<sup>rd</sup> ed) (New York: Addison Wesley Longman, 1999), p.3.

<sup>8</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

### C. Concept of Teaching Writing

Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in writing form. And then when we write we do more than just put words together to make sentences.

According to Harmer, “Writing is used as an aide memoire or practice tool to help students practice and work with language they have been studying”.<sup>9</sup> It means that writing is an activity that students do in studying the field of study at school, where in writing students are able to express ideas or ideas through writing.

Hyland states that writing as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating model provided by the teachers.<sup>10</sup> It means that writing is a product of grammatical knowledge. It should be delivered by teachers by manipulating and giving example o their students.

Based on the statement, the researcher concludes that teaching writing is a systematic activity of the educational environment between educators and learners who perform a practice of writing practice, so that students are able to explore ideas or ideas that exist in him that is poured through the writing in accordance with the instruction of

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<sup>9</sup> Jeremy Harmer, *How to Teach English*, (Edinburg Gate, Longman, 2007), p.112

<sup>10</sup> Hyland Ken, *Second Language Writing*, (Cambridge, New York: Cambridge University Press,2003), p. 3

educators to meet the learning outcomes so that the achievement of the learning process teach.

#### **D. Concept of Writing Process**

Richard and Renandya state that the skill involved in writing are highly complex. L2 writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on.<sup>11</sup> It means that in learning to write should pay attention to the level of higher planning and organizing skills such as spelling, punctuation, word choice and so in order in the process of learning to write can run properly in accordance with the rules in writing so that authors can convey information or ideas well and clearly through writing.

According to Rumisek and Zemack, “writing process goes through several steps to produce a place of writing.”<sup>12</sup> It means that there are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The researcher should undergo several steps to make sure that what has been written follows the right development of writing process. Nation states that one way of focusing attention on different aspects of writing is to look at writing as a process.<sup>13</sup> It means that writing process contains for students to begin and finish their writing.

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<sup>11</sup> Richards, J.C., & Renandya, W.A, *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002), p. 303

<sup>12</sup> Zemach, D.E, & Rumisek L. A, *Academic Writing from Paragraph to Essay*, (MacMillan: Cambridge University Press, 2005), p. 3

<sup>13</sup> Nation I.S.P, *Teaching ESL/ EFL Reading and Writing*, (New York: Routledge Publishers, 2009), p.114

According McKay, “writing is both a process and product”.<sup>14</sup> It means that writing as process involves the planning or pre-writing, drafting, revising or editing process that writers experience printed book and in electronic form ( e-book, e-mail and mobile phone text). It is determined by different purposes, audiences and context, such as letters, narratives, shared books that children produce in the classroom, illustrated sentences, and so on.

Hartley states that writing is often characterized as a hierarchically organized, goal-directed, problem-solving process.<sup>15</sup> It means that writing is an activity that must be done rapidly appropriate the writing process. Writing as a process to produce written product that will be used for readers.

Harmer states that there are many processes of writing, they are:

#### 1. Planning

Before starting to write, the writer must have planning what thing that will be express on the paper. The material that will be written can appear from own experience or others. It means that planning is a way to collect the idea and find the topic before starting to write. Moreover, Harmer stated that experienced writers plan that they are going to write before starting to write or type they try and decide what it is they are going to say.

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<sup>14</sup> Penny Mckey, *Assesing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p.245

<sup>15</sup> James Hartley, *Academic for Writing and Publishing: A Practical Handbook*, ( New York: Routledge, 2008), p. 10



## 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, red through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use different form of words for particular sentence. More skilled writers tend to look at issue of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final Version

This is last step in writing. Harmer said, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because

things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.<sup>16</sup>

In this case, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes is important to be done. Each steps have different function in producing writing. Although paying attention to writing as a process is a time consuming activity, it is quite helpful when teachers require students to decide together on the stages of composition even before engaging in planning writing. Mention has to be made of the fact that, in reality, the stages of writing are ever linear.

Oshima and Hogue state that writing is a progressive activity.<sup>17</sup> It means that when you first write something down, you have already been thinking about what you are going to say and how are you going to say and how are you going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one- step- action; it is a process that has several steps.

Oshima states two elements in good writing, they are:

### 1. Unity

It means, you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence and then each and every supporting sentence develops that idea.

<sup>16</sup> Jeremy Harmer, *How to Teach Writing*, .6<sup>th</sup> Ed, ( Edinburgh Gate: Longman, 2007), p.4

<sup>17</sup> Oshima, A. & Hogue, A, *Introduction to Academic Writing* (2<sup>th</sup> Ed), ( New York: Addison Wesley Longman, Inc, 1997), p.2

## 2. Coherence

Coherence means that your paragraph is easy to be read and to be understood because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by use of appropriate transition signal.<sup>18</sup>

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that is called as a writing process that must keep attention by writer. They are planning, drafting, editing/revising and final version. Besides that, the written form should be unity and coherence.

### **E. Teacher's and Students' Problems in Writing**

#### **a. Teacher's Problems in Teaching Writing**

Teaching and learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking and listening. In other word, many teachers consider writing to be the most difficult subject of language skills to be taught. There are some problems faced by teachers in teaching especially writing. The students are not capable to make a good writing. The reasons that they cannot make a good writing are caused by the lack vocabulary and grammar.<sup>19</sup>

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<sup>18</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, (3<sup>th</sup> Ed), (Longman: Addison Wesley, 1999), p. 18

<sup>19</sup> Yesi Yuniarti, "Teaching Recount Paragraph by Using The Alphabet Game to The First Semester of The Eight Class of Mts Darul Muqimin Pesawaran in the Academic Year 2013/2014" (Thesis of English Education at IAIN, Bandar Lampung, 2013), p .17-18

In teaching learning process especially in writing, a teacher usually finds problems in teaching writing activity. There are some problems faced by the teachers to teaching writing activity in classroom. They are as follows: <sup>20</sup>

a) Proximity

Teacher should consider how close they want to be to the students they are working with. Some students resent it if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness. Teachers should be conscious in the classroom; they should take this into account. In addition the students want if the teacher gives the attention for them.

b) Appropriacy

Deciding how closely the teachers should work with students is a matter of appropriacy. So is the general way in which teachers sit or stand in classrooms. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs.

c) Movement

Some teachers tend to spend most of their class time in one place - at the front of the class, for example, or to the side, or in the middle. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Although this, again, is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students, while teachers who are constantly in motion can turn their students into tennis spectators, their heads moving

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<sup>20</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p .34



from side to side until they become exhausted. Most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

#### d) Contact

In order to manage a class successfully, the teacher has to be aware of what students are going on and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. It means being able to move around the class, getting the level of proximity right.

#### e) Audibility

Teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front but audibility cannot be divorced from voice quality; a rasping shout is always unpleasant. Teachers do not have to shout to be audible. In fact, in most classrooms, there is a danger of the teacher's voice being too loud. Good teachers try to get this balance between audibility and volume just right.

#### f) Variety

It is important for teachers to vary the quality of their voices - and the volume they speak at - according to the type of lesson and the type of activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice

which is most appropriate for conversation or an informal exchange of views or information.

#### g) Conversation

Teachers have to take great care of their voices. It is important that they breathe correctly from the diaphragm so that they do not strain their larynxes. It is important that they vary their voices throughout a day, avoiding shouting wherever possible, so that they can conserve their vocal energy. Conserving the voice is one thing teachers will want to take into account when planning a day's or a week's work.

From the explanation above, it can be concluded that there are some problems faced by teachers in teaching in the classroom especially writing, such as proximity, appropriacy, movement, contact, audibility, variety, and conversation. The teachers have to choose appropriate technique so the problem can be overcome.

#### **b. Students' Problems in Writing**

In learning a foreign language writing plays an important role, it is one component that links the four language skill of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context. However in the practice of learning writing in the class, there are some obstacles which often happen in the process of learning writing. Writing has certain characteristics which seem to make it difficult for students to get grips with. Students

in ESL class especially, about the time when students write in English, many for them feel worried and not confidence. It means that, the students may experience difficulties in writing for a variety of reasons. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problem to write, some problems as follows:

1) The problem in developing the ideas

Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.

2) The problem in organizing the ideas to write a descriptive text.

A paragraph needs more than a united point, its need a reasonable organization of sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.

3) The students found difficulties in grammar

Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas to develop well.

4) Lack of vocabulary

In students process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to

their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have choose correct words that they need.

#### 5) Spelling, punctuation and capitalization

When the students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph and made the reader confused on the contiguity meaning of the sentences even of the paragraph.<sup>21</sup>

Based on the explanation above, the researchers concludes that the problems in teaching writing consist of the problem in developing idea, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization.

### **F. Causes of Learners' Problems in Writing**

#### 1. Lack Learners' Motivation

The writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants.

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<sup>21</sup> Yohana P. Msajila, *Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*, 2005, p. 17-18.



## 2. Inadequate Time

In the process approach to teaching writing, the quality of students' written work can be affected by the amount of time that they are allowed. Time may also be a key factor in producing a text with full of control over organization and coherence. In addition, many students and teachers feel that writing under time pressure is a very unnatural situation and perhaps cannot lead them to produce compositions that are truly representative of their capabilities

## 3. Lack of Practice

Writing does not come naturally but rather gained through continuous effort and much practice. In order word, to became a good writer, a student's needs to write a lot.

## 4. Teachers' Feedback

When teachers decide to correct their students, they have to be sure that they are using correction positively to support learning.<sup>22</sup>

Based on the explanation above, there are some causes of student's problem in writing such lack learners' motivation, inadequate time, lack of practice and teacher's feedback.

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<sup>22</sup> Dr. Ibrahim Mohamed Alfaki, *International Journal Of English Language Teaching*, University Students' English Writing Problems: Diagnosis And Remedy Vol.3, No.3, Pp.40-52, May 2015.

### G. Evaluating of Writing

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown, the categories for evaluating writing are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure).
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>23</sup>

### H. Types of Writing

Type of writing activities to perform writing should be based on the student's level and capacity. According to Brown, there are five major categories of classroom writing performance:

1. Imitative, or writing down

At the beginning level of learning to write students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the

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<sup>23</sup> H.Doughlas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2<sup>th</sup> Ed). ( Longman California, 2000), p.356

orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher-order processing as well.

## 2. Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer. A common of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

## 3. Self- Writing

A significant proportion of classroom writing may be devoted to self –writing, or writing with only the self in mind as an audience. The most salient instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

## 4. Display writing

It was noted earlier that writing in the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

## 5. Real Writing

While visually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages.<sup>24</sup>

From the explanation theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

### I. Concept of Descriptive Text

Description is about sensory experience- how something looks, sounds, tastes.<sup>25</sup> It means that, description helps someone to know specific information about something that is described. It helps someone to imagine something that is described; about sound, form even taste. It will be easier for someone.

Hommand in Putri states that the social function of descriptive text is to describe a particular person, place, or thing.<sup>26</sup> It means that descriptive text is a text that describes a person, animal or an object in good form, its properties, its amount and

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<sup>24</sup> H.Doughlas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2<sup>th</sup> Ed). ( Longman California, 2000), p.343

<sup>25</sup> Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

<sup>26</sup> Tidar Tinaworo Putri, "The Effectiveness Of Teaching Writing Descriptive Text Using English Tourism Brochure At The Eighth Grade Students Of Smp N 1Kepil Wonosobo In The Academic Year 2012/2013" (Wonosobo, 2013), p.2

others. Because the purpose of descriptive is to describe, describe or express a person or an object.

Based on explanation above, it can be concluded that descriptive text is a kind of text which is aimed to give information about something or someone and also describes a particular person, place, or thing.

## **J. Concept of Techniques**

The term technique is commonly used in teaching learning process<sup>27</sup>. It means that Techniques in learning, is an explanation and translation of a method of learning, then of course. This technique above needs to be equipped with the method. It is often misunderstood with two others term, they are approach and method. Therefore, it is important to give clear description of those terms to avoid misunderstanding.

There are three levels of conceptualization and organization; approach, method, and technique<sup>28</sup>. It means that approach is a set of correlative assumptions that deal with the nature of language teaching and learning. Method is the overall plan for a neat and orderly presentation of language materials, with no contradictory parts, and all of them based on the chosen approach. And the last means a technique is a trick, a strategy, or discovery used to accomplish and perfect a direct goal. The technique must be consistent with the method. Therefore, techniques must be aligned and harmonized with the approach.

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<sup>27</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 15

<sup>28</sup> Ibid



An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.<sup>29</sup> It means that the usual way to do this is a statement that can be accepted as without proof. The method which is the overall presentation of the material of the language in a neat, orderly manner, that there are no parts that are not appropriate.

It can be seen that an approach is the basic concept behind the method of representing teaching and learning of language with certain theoretical. While method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach<sup>30</sup>. It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill<sup>31</sup>. It means that Learning Method is a way of doing or presenting, describing, giving examples, and giving practice content of the lesson to students to achieve certain goals with these skills

In addition, a technique is implementation that which actually takes place in a classroom<sup>32</sup>. It means that Implementation is a process, an activity used to transfer ideas / programs, or expectations that are poured in the form of design so that (appropriate) in accordance with the design that occurred in class. From the statement

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<sup>29</sup> Ibid

<sup>30</sup> Ibid

<sup>31</sup> Ibid

<sup>32</sup> Ibid

above, it can be concludes that Approach is a set of correlative assumptions that handle the essence of language, language teaching, and language learning. The approach is axiomatic. The method is an overall plan for the presentation of linguistic material in a neat, orderly manner, with no contradictory parts, and it is based on the chosen approach. Techniques must be in line with the method and harmonize with the implementation technique implementation.

### **K. Dictation**

Dictation is an activity to write down something that someone says or reads out as it is being said or immediately after it is said.<sup>33</sup> Jain adds that dictation is a good training to ear and as well as motor training to the students.<sup>34</sup> Dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills and writing skills.<sup>35</sup> It means that, dictation is one of methodologies that can be used to teach English, because dictation as a good activity for the teaching learning process especially in writing. For the students, dictation can be improving their skills such as listening and writing, because in dictation is activity to write down after someone says or read something.

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<sup>33</sup> Hong Kong Teachers' Centre Journal Vol. 2. 2004, "Taikoo Primary School Report on the Action Research Project an English Dictation in a Local Primary School", CHIANG Oi Kit: Taikoo Primary School, p.1

<http://www.edb.org.hk/hktc/download/journal/j2/p1-p10.pdf>. Accessed on February 9<sup>th</sup> 2015.

<sup>34</sup> M.F Patel n Praveen M.Jain, *English Language Teaching (Method, Tools, and Technique)*, (Jaipur: Sunrise Publisher and Distributor, 2008), p.131-132.

<sup>35</sup> Wan Chai, *Using Dictation to Develop Pupils' Listening and Writing Skills*, (Hong Kong: The English Language Education Section of Curriculum Development institute, Education Bureau, 2011), p.6

According to Jain, there are many advantages of dictation:

1. It trains students to reproduce in writing what they listen.
2. It gives good aural practice to the students. It develops the habit of listening attentively in students.
3. It enables students it understands the part of each sentence and word phrases.
4. It enables students to write at good reasonably speed.
5. It enables students to understand spelling and punctuation.
6. It enables students to write- to use capital letters.
7. It enables students to develop the habit of listening spoken language and getting used to the sound of system of the English language.<sup>36</sup>

It means that, dictation is not only a good activity in teaching learning but also have many advantages to use this technique in teaching learning process.

### **K. Types of Dictation**

Dictation is an easily prepared activity that can become a part of the regular classroom routine. In dictation there are many kinds such as:

#### **a. Jig-saw dictation**

Pupils listened to a short text read by the teacher. They wrote down chunks of the text in the form of phrases or short sentences. This helped pupils develop their skills in understanding and listening to the gist of the text.

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<sup>36</sup> Patel n Jain, *Loc. Cit*, p.131-132

b. Partial dictation

Pupils worked in pairs. A text was divided in half. One read his/ her half of the text for his/ her partner to dictate. Two of them worked out the whole text. This provided pupils with an opportunity to complete a reading, speaking and writing task.

c. Running dictation

Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence. This provided pupils with an opportunity to work co-operatively.

d. Grammar dictation

Pupils worked in groups of four to five. They listened to a short text read by the teacher at normal speed and jotted down some important words. Then they pooled their resources, discussed and worked together to compose the text as nearest to the original text as possible. This enabled pupils to work out a speaking and writing task collaboratively.

e. Composition dictation

Pupils worked in groups of three to four. They listened to a text read by the teacher at normal speed and jotted down familiar words as they listened. Then they made use of their limited number of isolated words or fragments of sentences to reconstruct their version. Their texts did not need to be exactly the same as the original text.

Pupils were allowed to discuss, compare, seek help from peers and edit their texts before the final submission.<sup>37</sup>

So, dictation is variety technique, there are many kinds of variety in dictation such as jigsaw dictation, partial dictation, running dictation, grammar dictation, and composition dictation, so make the teacher can choose one of them to use dictation in teaching process. In this research, the researcher used running dictation technique in teaching writing.

#### **L. Concept of Running Dictation**

Jolliffe states that, cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.<sup>38</sup> It means that in learning process by group is the effective process than when they learn by their self. Because, if they work in group they can share about the problems of the lesson and they can improve their teamwork in learning process. There are many activities in cooperative learning. One of the example activities is running dictation technique.

Dictation is often associated with more traditional teaching methods, and with testing rather than teaching however, it remains a valuable teaching technique, and variations

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<sup>37</sup> Hong Kong Teachers' Centre Journal Vol. 2. 2004, "Taikoo Primary School Report on the Action Research Project an English Dictation in a Local Primary School", CHIANG Oi Kit: Taikoo Primary School, p. 4

<sup>38</sup> Wendy Jolliffe, *Cooperative Learning In The Classroom Putting In Into Practice*, (London: Paul Chapman, 2007), p.3



on dictation such as dictogloss and running dictation are very popular with learners and teachers.<sup>39</sup> Running dictation is a type of dictation. Running dictation is the basic idea of dictation has been subverted somewhat, so the students dictate to each other, making the writing that happens as a result of this enjoyable and replacing in turns.

Running dictations focus in writing for fun and concentrate on writing correctly.<sup>40</sup> In addition, running dictation I one number was responsible for writing the text while other members took turns to read out the text sentence by sentence. This provided pupils with an opportunity to work co-operatively.<sup>41</sup> It means that, running dictation is one kind of technique to teach writing and make students feel fun in learning process because the students not only work by themselves but also they work co-operatively.

According to Whan Chai, running dictation is n activity for pupils who enjoy moving around and working in teams. They have to read and memorize a short text, tell the phrases / sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall.<sup>42</sup> Based on the explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to read and memorize a short text and tell the sentences to the other member of group who will write down the text.

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<sup>39</sup> I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p.59

<sup>40</sup> Jeremy Harmer, *Practice of English Language Teaching* (3<sup>th</sup> Edition), (England: Longman, 2001), p.264

<sup>41</sup> *Hong Kong Teachers' Centre Journal Vol. 2. 2014, Op. Cit, p.4*

<sup>42</sup> Whan Chai, *Op. Cit. p.58*

Running dictation a short dictation text typed in a large is posted on the wall outside the classroom. Students work in pairs or small groups.<sup>43</sup> Running dictation is an integrative learning activity which involves listening, speaking, reading and writing.<sup>44</sup> It shows that, running dictation can be used by students to improve their skills in English.

Based on the explanations, the researcher concludes that running dictation is one of activity in dictation that the learners work in groups or pair. The learners have different role work in group or pairs such as the writer and runner. There are many kinds of procedures in teaching using running dictation and then the teacher can apply running dictation technique with different procedures based on the learners needs. So, the students interesting to follow the lesson, they have fun, it can be useful for introducing a new topic or theme for them. Running dictation is an integrative learning activity which involves listening, speaking, reading and writing. It shows that running dictation can be used by students to improve their English skill especially in writing skill.

#### **M. Procedure of Teaching Writing using Running Dictation Technique**

Running dictation is one type of technique to teach writing correctly. In running dictation, students work by groups. According to Nation, teaching procedure is used by the teacher in teaching writing by using running dictation techniques are as follow:

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<sup>43</sup> I. S. P. Nation and Jonathan Newton, *Op. Cit*, p.62.

<sup>44</sup> Wan Chai, *Op. Cit*, p.58.

- 1). Students work in small group that consist of three students in each group.
- 2). One learner is the writer and the other is the runner who goes to the dictation text, memories a short sentence, the runner returns to the writer and retells it.
- 3) If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
- 4). The second student then runs to a third and does the same.
- 5). The third student in turn tells the scribe what they have heard.<sup>45</sup>

Furthermore, according to Wan Chai, there are different ways of conducting running dictation technique as follow:

- 1). The students working in teams.
- 2). They have to read and memories a short text.
- 3). Then tell the phrases / or sentences to the other group member who will write down the text
- 4). The text is cut into discrete sentences. These cut-up are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text.<sup>46</sup>

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<sup>45</sup> I.S.P Nation and Jonathan Newton, *Loc. Cit*, p. 62

<sup>46</sup> Wan Chai, *Loc. Cit*, p.58-59

Based on explanation above, the procedure of teaching writing by using running dictation, are as follows:

- 1). Students work in small group that consist of three students in each group.
- 2). One learner is the writer and the other is the runner who goes to the dictation text, memories a short sentence, the runner returns to the writer and retells it.
- 3). If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
- 4). The second student then runs to a third and does the same.
- 5). The third student in turn tells the scribe what they have heard
- 6). The text is cut into discrete sentences. These cut-up are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text.

#### **N. Advantages and Disadvantages of Teaching Writing by Using Running Dictation Technique**

They are some advantages of using running dictation in teaching writing, they are:

1. By using running dictation, the students can practice their grammatical structures anything pupils work find interesting.<sup>47</sup> It shows that running dictation can develop

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<sup>47</sup> Wan Chai, *Loc.Cit.*p.58

students' writing in grammar correctly and make them feel interest in learning writing.

2. Running dictation is integrative learning activity which involves reading, speaking, writing, and listening.<sup>48</sup> So, the students can develop their four skills in English.
3. By using running dictation, the students could not feel sleepy in learning process especially in writing.

Besides, the advantages, technique running dictation has disadvantages, they are:

1. In learning process, the class can be noisy because the students run very fast.<sup>49</sup>
2. The teacher can be busy to manage the students.

Based on the advantages and disadvantages above, the researcher concludes that running dictation have advantages such as can increase the students writing in spelling word correctly, develop students' grammar in writing, can make the students active in learning process, and make them feel interest in learning process especially in writing. On the other hand, running dictation also have disadvantages such as the class can be noisy and the teacher can be busy to manage them, but the teacher can avoid all of them with a good prepared before learning process and the class can be noisy.

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<sup>48</sup> Ibid, p.58

<sup>49</sup> Ibid, p.58



## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, the researcher used descriptive qualitative research. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>1</sup> It can be said that qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. Meanwhile, from the description above, the researcher concludes that the descriptive research is a method of research that tries to uncover the facts, objects, activities, processes, and human beings at the current time or time period that is still possible in the memory of respondents. There is no treatment of manipulation of the object of research, as occurs in the experimental method.

In short, the researcher used qualitative research because she intended to know the students' problems and the cause of students' problems in the process of learning writing especially in descriptive text by using running dictation technique naturally.

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<sup>1</sup>Carl F. Averbach, *Qualitative Data* (New York: New York University Press, 2003), p.1

## B. Research Subject

In this research, the researcher used purposive sampling technique to select the research subject. Techniques to determine the research sample with some certain considerations.<sup>2</sup> The goal of purposive sampling is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions. The subject of this research was the students of the first semester of eight grade of MTs Pelita Pesawaran in the academic year of 2017/2018. Here is the students' score of the eight grade of MTs Pelita Pesawaran.

**Table 2**  
**Students' Writing Score at the Second Semester of the Eighth Grade of MTs Pelita Pesawaran in the Academic Year of 2017/2018**

No.	Class	Number of Students	Students' Score	
			≥ 73	<73
1.	VIII A	18	5	13
2.	VIII B	17	7	10
Total			12	23

From the table above, it can be said that each class has various average score. 5 students of 18 students in VIII A get score higher than 73, meanwhile 7 students of 17 students in VIII B get score higher than 73. From the data, it can be concluded that the students of eight grade at MTs Pelita Pesawaran still get difficulties in writing although the teacher has implemented running dictation technique in teaching writing. Thus, for this reason, the researcher decided to find out the students' problems and the cause of students' problems in the process of teaching and learning writing by

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<sup>2</sup> Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2015), p.53-54

using running dictation technique at the first semester of the eight grade of MTs Pelita Pesawaran.

### C. Data Collecting Technique

In this research, the researcher used three kinds of instrument in qualitative research. They are observation, interview, and questionnaire. Observation conducted to get the data of certain activity. The researcher also conducted an interview to ask the sample of students about problem in writing descriptive text learning activity through running dictation. The last, the researcher gave questionnaire to the students to confirm the answer given by the sample of students. The steps are as follows :

#### 1. Observation

Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting.<sup>3</sup> In this research, the researcher observed to get the data, the researcher was not involved directly in the classroom activity. The researcher made a note during the teaching learning process. In this case the researcher only took note, analyzed and made inferences about under study. The researcher used specification as follow:

**Table 3**  
**Specification of Observation**

No.	Components of Observation	No. Item
1	How the teacher use the procedure of running dictation technique in teaching descriptive text writing	1

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<sup>3</sup>Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics* (United States: Palgrave Macmillan, 2009), p.166

2	To know the students problems in learning process by using running dictation technique	2
3	To know the causes of students problem in learning process b using running dictation technique	3

## 2. Interview

Most qualitative research included interviews. The interview might be the major data collection tool of the study (particularly when the behavior of interest cannot be easily observed) or may be used to collaborate or verify observations. According to Sugiyono an interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>4</sup> It can be said that an interview is a conversation with a purpose conducted with a person or a group of persons. In this research, the researcher was interviewed the sample of students after conducting the observation, the researcher used guided interview in which the researcher already prepared several questions as guidelines for the interview. The researcher used specification of interview as follows:

**Table 4**  
**Specification of Interview**

No	Component of Interview	No. Item
1	To know the general process of writing descriptive text learning activity by using running dictation technique	1,2,3
2	To know the students' problems during the process while the teacher is applying running dictation technique.	4,5,6,7,8
3	To know the cause of students' problem in learning writing especially in descriptive text by using running dictation technique.	9,10,11,12

<sup>4</sup> Sugiyono, *Op. Cit.* p. 72

### 3. Questionnaire

In this research, the researcher gave questionnaire to the students. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself.<sup>5</sup> It can be said that questionnaire is a number of questions printed or typed in a definite order on a form or set of forms and mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself.

The researcher gave questionnaire to the students in order to know the further opinions and the aspect that may influences the students learning process and to confirms the answers given by the sample of students in the interview section. The researcher used the questionnaire to get the detail information of students' problems and the cause of students' problems in writing descriptive text learning process by using running dictation. The researcher used specification of questionnaire as follows:

**Table 5**  
**Specification of Questionnaire**

No	Component of Interview	No. Item
1	To know the students' motivation and interest in learning writing	1,2,3,4,5,6
2	To know the students' problem in writing learning process in descriptive text by using running dictation technique.	7,8,9,10,11
3	To know the cause of students' problems in writing learning process in descriptive text by using running dictation technique.	12,13,14,15,16,17

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<sup>5</sup> C.R khotari, *Research Methodology* (India: New Age International Publisher, 2004), p.100



#### **D. Research Procedure**

To obtain the accurate data, the researcher follows the procedures of research in the following steps based on Creswell's, they are :

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose for research
4. Collecting data
5. Analysis and interpreting the data
6. Reporting and evaluating research<sup>6</sup>

Those steps are the procedures of this research. Firstly, the researcher identified a research problem. Here, the researcher observed the process of students' writing descriptive text learning activity. Secondly, the researcher reviewed the literature. It means that the researcher has some basic theories that related to her research. The grand theories that the researcher used in her research are the theory of writing and running dictation technique.

The third procedure of this research is specifying a purpose for this research. The purposes of this research are the answers of research question that the researcher makes. Next procedure is collecting the data. The researcher was collected the data by observing, interviewing, giving questionnaire. Analyzing and interpreting the data are the fifth procedure of this research. This procedure was done by the researcher after

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<sup>6</sup> John W. Creswell. *Educational Research* (Baston: Pearson Education, 2012), p. 7

collecting the data. The researcher drew the conclusion; represents it in tables, figures, and pictures to summarize it; and explains the conclusions in words to provide answers to the research questions. The last procedure is reporting and evaluating research. After conducting the research, the researcher develops a written report.

### E. Validity of Data

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed.

According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the used of single method in collecting the qualitative data is often considered not enough.<sup>7</sup> Validity is the degree of occuracy of the data happens to the object of research with the power that can be reported by investigation.<sup>8</sup> It can be said that validity is the degree of occuracy of the data.

There are six kinds of triangulation, there are :

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<sup>7</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.246

<sup>8</sup> Sugiyono, *Metode Penelitian pendidikan Kuantitatif, Kualitatif dan R n'D*(Bandung:Alfabeta, 2012), p. 363

- a. Triangulation of time, triangulation of time has two form, there are cross- sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method. In triangulation of method the researcher use different method for collecting similar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.<sup>9</sup>

In this research, the researcher used triangulation of method and triangulation of time. In triangulation of method, the researcher used three data collecting techniques; they are observation, interview, and questionnaire. The observation was focussed on the students' problems and the cause of students' problem in learning writing especially in descriptive text. Interview and questionnaire was conducted to get the data which

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<sup>9</sup>Ag Bambang Setiyadi, *Op Cit*, p. 346-347.

can be used to make sure about the result of observation. The observation was conducted more than one time; it means that time triangulation is employed in this research.

By applying these triangulations, the researcher expected the result of this research was consistent for the same data, because the data was collected more than one time and more than one data source.

## **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>10</sup> This following figure illustrates the component of data analysis by Miles and Huberman:

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>11</sup> In this case, the researcher selected the the data derived from observation on teaching learning process, interview to and questionnaire to the students.

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<sup>10</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

<sup>11</sup> *Ibid*, p.10

## 2. Data Display

After reducing the data, the next activity is display the data to be meaningful. The data can be displayed by narrative form, table, grafic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.<sup>12</sup> It can be said that the data was decribed in the form narrative in order to be meaningful and be more easily understood.

## 3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing/verification.<sup>13</sup> After analyzing the data, the researcher makes a conclusion. It can be concluded that there are three steps in qualitative reasearch for reporting the result. The first step is data reduction that researcher summarizes data, selects the key points and focussed on the things that are important. The second step is data display which describe in the form narrative in order to be meaningful and be more easily understood. The last is conclusion drawing that the reseacher concluded the data after analyzing it.

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<sup>12</sup> Sugiyono, *Op. Cit*, p.341.

<sup>13</sup>Matthew B. Miles and A. Michael Huberman, *Op Cit*, p.11

## **CHAPTER IV**

### **RESEACRH FINDING AND DISCUSSION**

#### **A. General Description of the Research Place**

##### **1. The History of MTs Pelita Pesawaran**

MTS Pelita Pesawaran is located on Jln. Raya Penengahan No 04, Gedong Tataan Pesawaran. This school was established in 2004 and this school has 9 classes with different grades. It started from grade VII consist of 5 classes, grade VIII consist of 2 classes, and the last grade IX consist of 2 classes. The headmaster of this school is MARLIYANTO. S.Pd.I. The activities of teaching learning process begun at 07.15 A.M and finished 13.30 P.M in the below sentence is detail information of MTs Pelita Pesawaran:



School's Name : MTs Pelita Gedong Tataan Pesawaran  
Address : Jln. Raya Penengahan No 04, Gedong Tataan, Pesawaran.  
NSM : 12.12.18.09.0026

##### **2. The Condition of Teachers and Students at MTs Pelita Pesawaran**

To support the data of teaching process of MTs Pelita Pesawaran, this research defined the real condition at MTs Pelita Pesawaran consisting of: school unit, classroom, teacher's room, administration's room, library, toilet, UKS room, hall room, mosque, computer room, language laboratory room, laboratory room, security room, guidance and counseling (see table 6).



**Table 6**  
**Facilities of MTs Pelita Gedong Tataan Pesawaran**  
**In the academic year 2017/2018**

No	Kinds of Facilities	Total	Condition
1	School Unit	6	Good
2	Classroom	9	Good
3	Teacher's room	2	Good
4	Administration's room	1	Good
5	Library	1	Good
6	Toilet	3	Good
7	UKS room	1	Good
8	Hall room	1	Good
9	Mosque	1	Good
10	Computer room	1	Good
11	Language laboratory	1	Good
12	Laboratory room	1	Good
13	Security room	1	Good
14	Guidance and counseling	1	Good

*Source : Documentation of MTs Pelita Pesawaran*

Moreover, MTs Pelita Pesawaran has 32 teachers. Here the detail information about those teachers can be identified as follows:

**Table 7**  
**List of Teacher at MTs Pelita Pesawaran**  
**In the Academic Year of 2017/2018**

No	Name	Condition
1	Marliyanto,S.Pd.I	Headmaster
2	Heri suyanto,S.Pd.I	Teacher
3	Sukemsi,BA	Teacher
4	Syahroni,Sag	Teacher
5	Mashaida, S.Pd	Teacher
6	Endang Yulianti ,Amd	Teacher
7	Ar. Romlisyah, S.Pd	Teacher
8	Dwi Novita Sari, Amd	Teacher
9	Kartiningsih,SPd	Teacher
10	Afrizal Efendi,S.Pd	Teacher
11	Tri Ari Wibowo,Amd	Teacher
12	Juwita Kadir ,Sag	Teacher

13	Umi Rohimatun,S.Ag	Teacher
14	Arie Maydholi, S.Pd	Teacher
15	Maksum , S.Ag	Teacher
16	Agus Sriningsih,S.Kom	Teacher
17	Evridarti,S.Pd	Teacher
18	Eri Nugroho,S.Pd	Teacher
19	Anisa Prihatini , S.Pd	Teacher
20	Novita Sari,S.Pd	Teacher
21	Siti Fatonah , S.Pd	Teacher
22	Riyanto, S.Pd	Teacher
23	Sultoni, S.Pd	Teacher
24	Mat Sholeh	Teacher
25	Nurmala,S.Pd.	Teacher
26	Sona Purnama,S.Pd	Teacher
27	Repi,S.Sy	Teacher
28	Muhammad Tunusi,S.P.d.I	Teacher
29	Marliyanto,S.Pd.I	Teacher
30	Heri suyanto,S.Pd.I	Teacher
31	Sukemsi,BA	Teacher
32	Syahrone,Sag	Teacher

Source: Documentation of MTs Pelita Pesawaran.

In addition, MTs Pelita Pesawaran has 9 classes which consisted of three grades VII,VIII, IX. The preview presences of the students from class that have different gender can be seen as follow:

**Table 8**  
**Students of MTs Pelita Pesawaran**  
**In the Academic Year of 2017/2018**

No	Class	Total of Classes	Gender		Total
			Male	Female	
1	VII	5	72	98	170
2	VIII	2	23	12	35
3	IX	2	19	24	43
Total		9	114	134	248

Source: Documentation of MTs Pelita Pesawaran 2017/2018

Based on the table above, it can be inferred that there were 248 students and 32 teachers in this school. The students were divided into three grades, grade VII, VIII, and IX. They were 170 students of grade VII consisting of 72 male and 98 female, 35 students of grade VIII consisting of 23 male and 12 female, and the last, grade IX had 43 students consisting of 19 male and 24 female.

## **B. RESEARCH FINDING**

In this part the researcher would like to discuss about the finding of the students' problem in writing learning process by using running dictation technique and causes of students' problem in writing learning process by using running dictation technique.

The research conducted in MTs Pelita Pesawaran started from April 10<sup>th</sup>, 2018 up to May 10<sup>th</sup>, 2018. In this research the researcher includes the date or planned schedule of work as follows:

- a. On April 28<sup>th</sup>, the researcher met the research to discuss the lesson plan and technique to be used.
- b. On April 30<sup>th</sup>, the researcher conducted the first observation on the first meeting.
- c. On May 1<sup>st</sup>, the researcher conducted the second observation on the second meeting and in the end of class the researcher gave questionnaire to the students.

- d. On May 2<sup>nd</sup>, the researcher conducted interview to the students and asked the data of school such as history, profile, and so on.

### **1. The Process of Learning Writing by Using Running Dictation Technique.**

The researcher employed an observation to know how is the process of learning writing by using running dictation technique and the problem that may rise in the process of learning. The observation conducted in two meetings, and the teacher applied all the procedure in running dictation. The result were, the students still confused although the teacher had explained, it is because some of students not focus and talked with each other. So in learning process most of students chose to quite.

### **2. The Students' Problem in Learning Writing by Using Running Dictation Technique**

The researcher employed a questionnaire and interview to know the students 'problem in learning writing by using running dictation technique.

Based on the result of questionnaire and interview that answered by the students, the problems are:

- a. The students' difficulties in developing the ideas, they confused what should they write.
- b. Most of students did not understand to use a grammar especially in pattern to make a correct sentence.

- c. When the students wrote descriptive text, they had difficulties in arranging the word because they do not know meaning of vocabulary.
- d. The students had difficulties in spelling, punctuation and capitalization because they confused about how to use capitalization in the correct sentence.

### **3. The Causes of Students' Problem in Learning Writing by Using Running Dictation Technique**

- a. Some of students are not interested to learn writing by using running dictation technique because they did not like English subject
- b. In teaching learning process by using running dictation technique especially in writing the time is key of factor in producing a text, so need adequate time.
- c. When students wrote a text some of them difficulties arranging sentence because they lack practice in their daily activity.
- d. The explanation of teacher was not clear. So, the students still confused what should they write.

## **C. DISCUSSION**

The researcher did the research through observation, interview, and questionnaire as instruments to know the process of learning. The researcher found out some result of the research in the process of learning writing by using running dictation technique in English subject in MTs Pelita Pesawaran.

In the observation the researcher observed the process of learning in the classroom. The researcher interviewed and gave questionnaire to the students to know the students problem in writing learning process by using running dictation technique and to know the causes of students' problem in writing learning process by using running dictation technique.

### **1. Observation Report**

The observation was conducted to know how to the process learning writing by using running dictation technique. The researcher observed the students, the learning process, and the situation of classroom process. The observation was also used to know the procedure of learning writing by using running dictation technique that was applied in the classroom. In the observation was conducted in learning writing by using running dictation technique activities in two meetings. The data of observation have been identified in the following discussion. The observation consists of three aspects. The explanation of the application of those basic procedures can be seen it (Appendix 4, Observation page 93). In this process the researcher as observer who observed the students' learning process, the teacher as a tutor and the students as participants.

#### **a. The First Meeting**

In the first meeting, the teacher started class by greeting the students and then checking the students' attendance. Then the teacher made brief explanation and also some questions about running dictation technique. The teacher introduced



about running dictation technique and how to apply it. She gave some example about how to apply running dictation technique.

Before the technique was played, the teacher make 6 (six) groups in this class, every groups consist 3 (three) students. Every group has one writer, 2 (two) runner .One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer and retells it. The students can change their role in each group. The runner reads and memorizes a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The write wrote down what he/she has heard from runner. The writer can ask the runner relevant questions about words, spelling and punctuation if needed. Text descriptive text is cut into discrete sentences. These cut-up texts are placed on the wall outside the classroom. Then the group has written down all the sentences, the members have to work together to sequence the sentence to make a complete and coherence text.

After that the technique was played. Some of students looked confuse to follow the technique so they choose to quite, and the other students looked interesting and active to follow the technique. They looked enjoy in this technique. Every group that can finish the text will get the points and reward from teacher, and the other group will get 2 points after finishing the text.

The last point of observation was to know the students' problem in teaching learning process by using running dictation technique. After the researcher observed the class activity, the researcher noted that the students confused when the teacher explained about the technique. Some students played attention while order did not care and talked to each other. When the technique played some of students interested and activated, and other students just quite and did not follow the technique. The data of problem faced by the students in the first meeting can be seen in (appendix 6, page 95).

#### **b. The Second Meeting**

In the second meeting, the explanation of the application of those basic procedures can be seen in (appendix 7 pages 96). In this process the researcher as a observer who observed the students' learning process, the teacher as a tutor and mediator, the students as a participants.

Before the technique was played, the teacher make 6 (six) groups in this class, every groups consist 3 (three) students. Every group has one writer, 2 (two) runner. One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writ and retells it. The students can change their role in each group. The runner reads and memorizes a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner. The writer can ask the runner relevant questions about words, spelling and punctuation if

needed. Text descriptive text is cut into discrete sentences. These cut-up texts are placed on the wall outside the classroom. Then the group has written down all the sentences, the members have to work together to sequence the sentence to make a complete and coherence text.

After that, the technique was played. Almost all of the students looked active and interesting in this technique. Only some of the students that still quite and did not follow the technique. Every group that can finish the text will get the points and reward from teacher, and the other group will get 2 points after finishing the text.

The last point of observation was to know the causes of student problem in writing learning process by using running dictation technique. After the researcher observed the class activity, the researcher noted that almost all the students interested and activated to follow this technique. Only some students that still quite and did not follow this technique and talked to each other. The data of causes of students' problems faced by the students in the second meeting can be seen in (appendix 8 pages 97).

After that the classroom atmosphere turned into noisy. The students looked active, they looked confident to follow this technique, and they had understood to do this technique. The teacher looks difficult when she wanted to make clam situation.

## 2. Interview Report

To support the data of observation, the researcher had employed an interview to the eighteen students to investigate the problems faced by the students during learning writing. The interview was held on Wednesday, May 2<sup>nd</sup>, 2018. There were twelve questions that the researcher asked to the student (see appendix 9 pages 98)

a. The **first** question of interview was intended to investigate the students' opinion about students like running dictation technique when learning writing. Do you like running dictation technique in learning writing?

Six from eighteen students were liked learning writing by using running dictation technique. The reasons were because by using running dictation technique learning English became more fun and enjoy. Twelve from eighteen students was answered they did not like learning writing by using running dictation technique because they did not like English.

b. The **second** question of interview was intended to investigate the students' opinion understand learning writing. Do you understand learning writing by using running technique?

Five from eighteen students answered that they understand learning writing by using running dictation technique. Thirteen from eighteen answered that they did not understand learning writing by using running dictation technique. The reasons were because learning writing by using running dictation technique can break focus in learning.

c. The **third** questions of interview were intended to investigate the students' opinion about difficulties in learning writing. Do you difficulties in learning writing by using running dictation technique?

Eleven from eighteen students answered that they got difficulties in learning writing by using running dictation technique. Because when the students write descriptive text, they had difficulties in arranging the word because they do not know meaning of vocabulary. Seven from eighteen students answered that they did not get the difficulties in learning writing by using running dictation technique. The reasons were, because running dictation technique can make the student fell fun and enjoy, so seven students think that they did not get the difficulties in learning writing by using running dictation technique.

d. The **fourth** questions of interview were intended to investigate the students' opinion about when learning writing by using running dictation technique, are you difficult to develop your idea?

Six from eighteen students answered that they did not difficulties in developing the ideas. Twelve from eighteen students answered that they had difficulties in developing the ideas, because they confused what should they write.

e. The **fifth** questions of interview were intended to investigate the students' opinion about “did you learn writing by using running dictation technique having difficulty in composing a sentence into a text?

Three from eighteen students answered that they did not difficulties in composing a sentence into a text. Fifteen from eighteen students answered that they had difficulties in composing a sentence into a text. The reasons that they when the students write descriptive text, they had difficulties in arranging the word because they do not know meaning of vocabulary.

f. The **sixth** questions of interview were intended to investigate the students' opinion about the student' difficulties in grammar. Do you get difficulties in grammar, when learning writing by using running dictation technique?

Fifteen from eighteen students answered that they had difficulties in grammar because that they did not understand to use a grammar especially in pattern to make a correct sentence. Three from eighteen students answered that they did not difficulties in grammar when learning writing by using running dictation technique. Because when teacher explanation the students focus in learning.

g. The **seventh** questions of interview were intended to investigate the students' opinion about the students' difficulties in vocabulary. Do you understand in vocabulary when learning writing by using running dictation technique?

Four from eighteen students answered that they not difficulties to understand vocabulary when learning writing by using running dictation. Fourteen from eighteen students answered that they are difficult to understand the vocabulary when learning writing by using running dictation technique. The reasons are they lack vocabulary.



h. The **eighth** questions of interview to investigate the students' opinion about difficulties in spelling, punctuation and capitalization. Do you get difficulties in spelling, punctuation, and capitalization when learning writing by using running dictation technique?

Twelve from eighteen students answered that they had difficulties in spelling, punctuation, and capitalization in learning writing by using running dictation technique because that they confused about how to use capitalization in the correct sentence. Six from eighteen students answered that they did not difficulties in spelling, punctuation and capitalization in learning writing by using running dictation technique.

i. The **ninth** questions of interview to investigate the students' opinion about learning English writing did the students become energetic and more motivated when learning English writing by using running dictation technique?

Nine from eighteen students answered that they were not energetic and motivated when they learning English writing by using running dictation technique. Because they did not like English and they cannot focus in learning writing. Eight from eighteen students answered that they were energetic and motivated when they learning English writing by using running dictation technique.

j. The **tenth** questions of interview were intended to investigate the students' opinion about time. Does running dictation technique in learning writing spend a long time?

Twelve from eighteen students answered that they need takes a long time to learn writing by using running dictation technique. Eight from eighteen students answered that they do not take long to learn English writing by using running dictation technique.

k. The **eleventh** questions of interview were intended to investigate the students. Do you get difficulties in using running dictation technique in writing descriptive text?

Thirteen from eighteen students' had difficulty while learning English writing descriptive text by using running dictation technique, because they lack practice in their daily activity. Five from eighteen students' did not difficulty while learning English writing descriptive text by using running dictation technique

l. The **twelfth** questions of interview were intended to investigate the students. Does your teacher give response in learning writing by using running dictation technique?

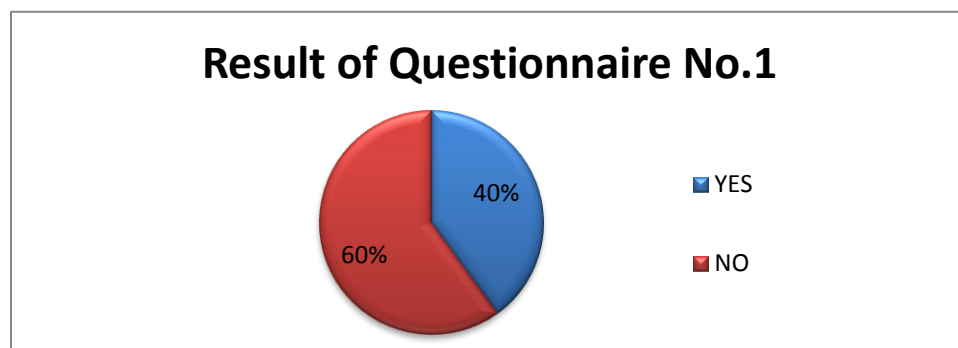
Nine from eighteen students answered yes. It means that the teacher give response. Eight from eighteen students answered no. it means that the teacher not give response to the student who are less familiar with running dictation techniques.

From the table above it showed that they got many benefit when using running dictation technique in learning English writing. They extremely enjoy and fun learning writing by using running dictation technique. All the students got many difficulties, especially in developing the ideas, organization, grammar, vocabulary, spelling, punctuation and capitalization. The problems faced by the students are caused by several this namely, lack learner motivation, inadequate time, lack of practice and teacher's feedback.

### 3. Questionnaire Report

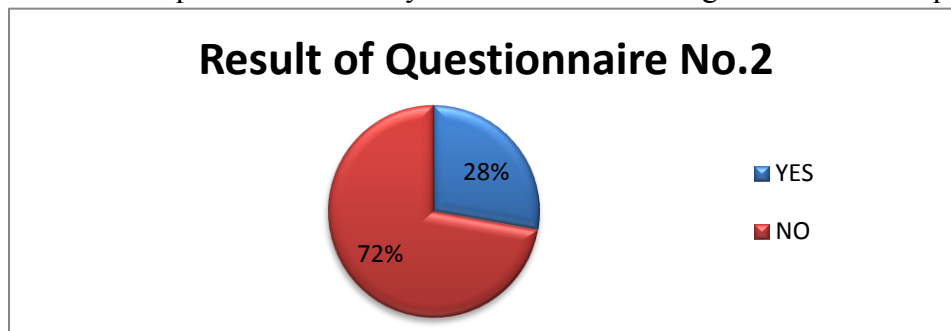
Questionnaire was made to support the data from observation and the interview. Through this instrument, the students' problem also can be identified. The questionnaire was given and answered by the whole students of class VIII A, the number of students were 18 students. The questionnaire was distributed to the students by taking ten minutes after the study time in the classroom. The questionnaire consisted of 17 questions (see appendix 12 page 101)

a. The **first** question is "Do you like English lesson especially writing?"



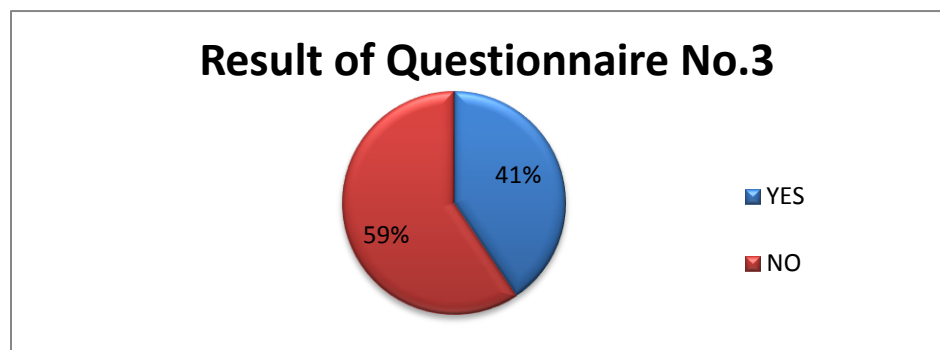
From the chart above 8 or 40 % students choose option YES indicating that they like lesson English especially writing. The second respond showed that 12 or 60 % students choose option NO indicating that they do not like to learn English especially writing. From the data about the first questionnaire above investigated that the students do not like to learn English especially writing.

- b. The **second** questions are “Do you know about running dictation technique?”



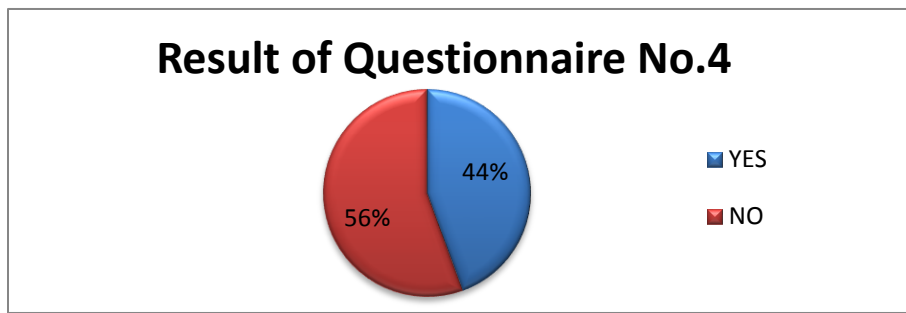
From the chart above it showed that 5 or 28 % students chose option YES indicating that they know about running dictation. The second respond showed that 13 or 72 % students choose option NO indicating that they did not know about running dictation technique.

- c. The **third** questions were “Do you like running dictation while learning writing?”



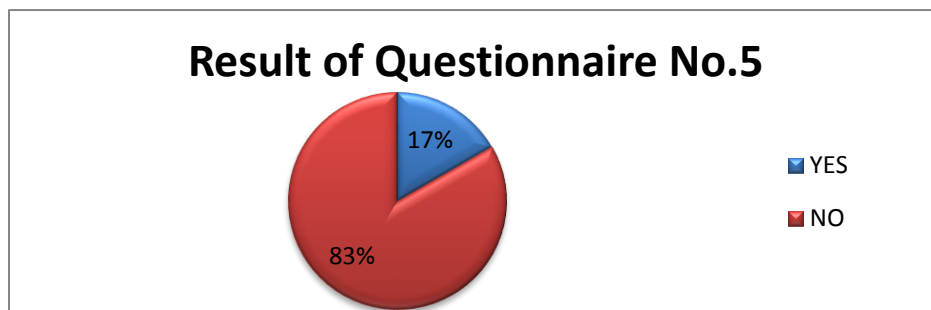
From the chart above, it showed that 6 or 41 % students chose option YES indicating that they like running dictation when learning writing. The second respond showed that 12 or 59% students chose option NO indicating they do not like running dictation when learning writing.

- d. The **fourth** question were “Is the running dictation technique appropriate for learning writing?”



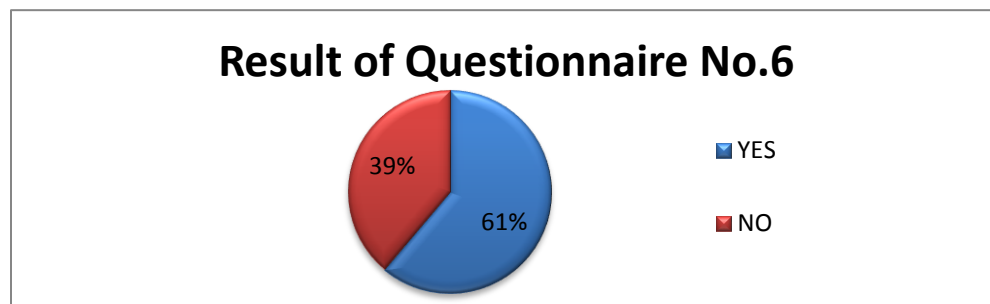
From the chart above, it showed that 8 or 44% students chose option YES indicating that they learn English especially in writing by using running dictation technique better. The second respond showed that 10 or 44 %students chose option NO indicating that did not get much learning writing from learning English writing by using running dictation technique.

- e. The **fifth** questions were “Do you understand learning writing by using running dictation technique?”



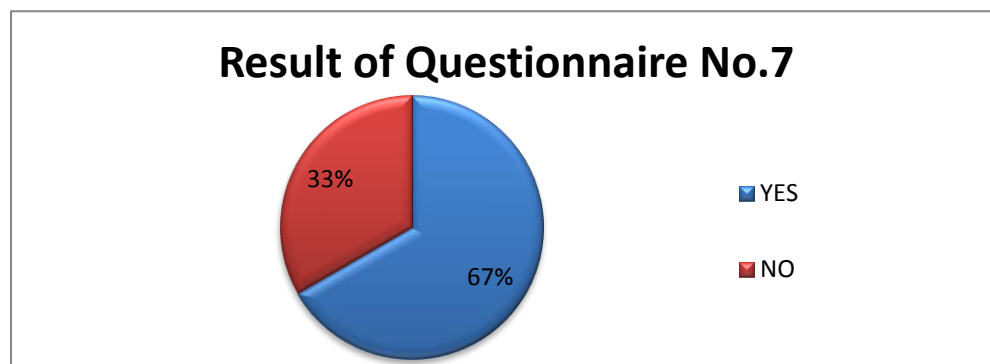
From the chart above, it showed that 5 or 17% students chose option YES indicating that they understood learning writing by using running dictation technique. The second respond showed that 15 or 83 % students chose option NO indicating that they confuse when learning writing by using running dictation technique.

- f. The **sixth** questions were “Do you have difficulty when you learn writing by using running dictation technique?”



From the chart above, it showed that 7 or 39% students chose option YES indicating that they difficulty when they learn writing by using running dictation technique. The second respond showed that 11 or 61% students chose option NO indicating that they not difficulty when they learning writing by using running dictation technique.

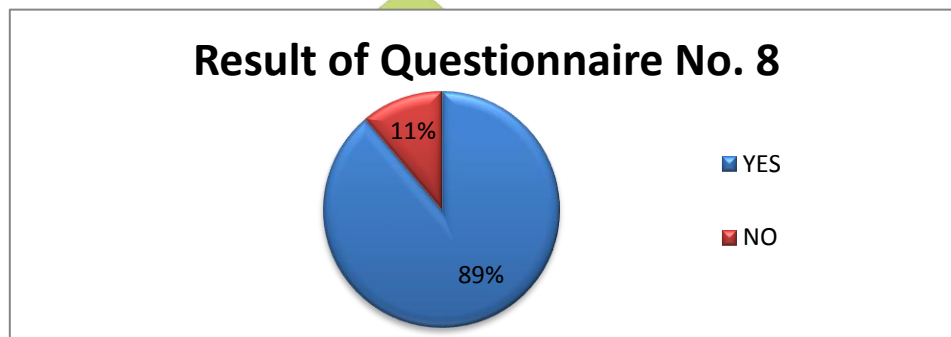
- g. The **seventh** questions were “when learning writing by using running dictation technique, are you difficult to develop your idea?”





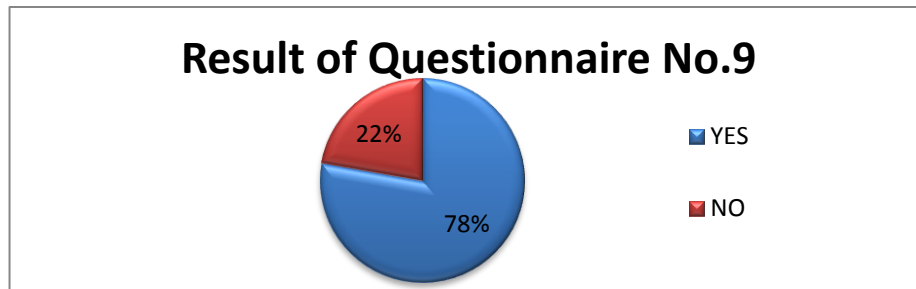
From the chart above, it showed that 12 or 67% students chose option YES indicating that they cannot developing the ides when they learning writing by using running dictation technique. The second respond showed that 6 or 33% students chose option NO indicating that they not difficulty developing ideas when they learning writing by using running dictation technique.

- h. The **eight** questions were “Did you learn writing by using running dictation technique having difficulty in composing a sentence into a text?”



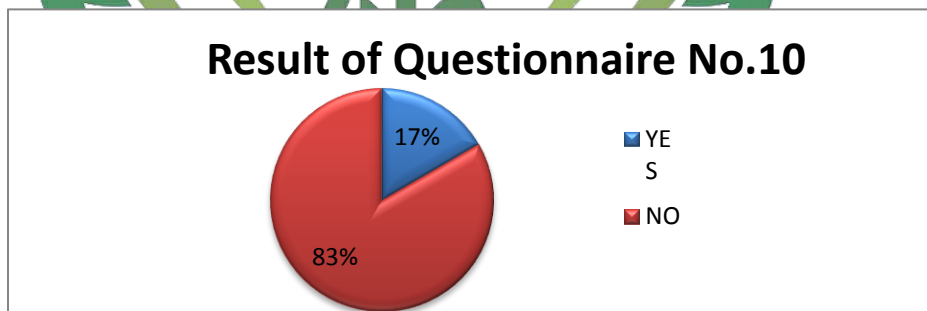
From the chart above, it showed that 16 or 89% students chose option YES indicating that they got difficulties to composing a sentence into a text in learning writing by using running dictation technique. The second respond showed that 2 or 11% students chose option NO indicating that they did not get difficulties to composing a sentence into a text in learning writing by using running dictation technique.

- i. The **ninth** questions were “Do you get difficulties in grammar, in learning writing by using running dictation technique?”



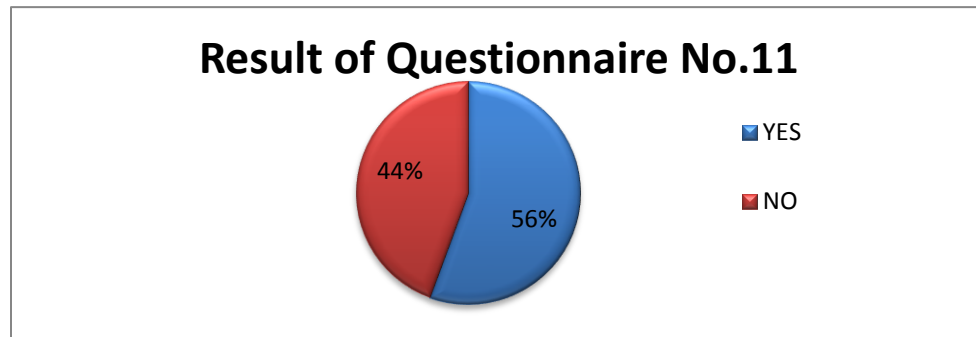
From the chart above, it showed that 14 or 78% students chose option YES indicating that they got difficulties in grammar in learning writing by using running dictation technique. The second respond, it showed that 4 or 22% students chose option NO indicating that they did not get difficulties in grammar in learning writing by using running dictation technique.

- j. The **tenth** questions were “Do you understand in vocabulary in learning writing by using running dictation technique?”



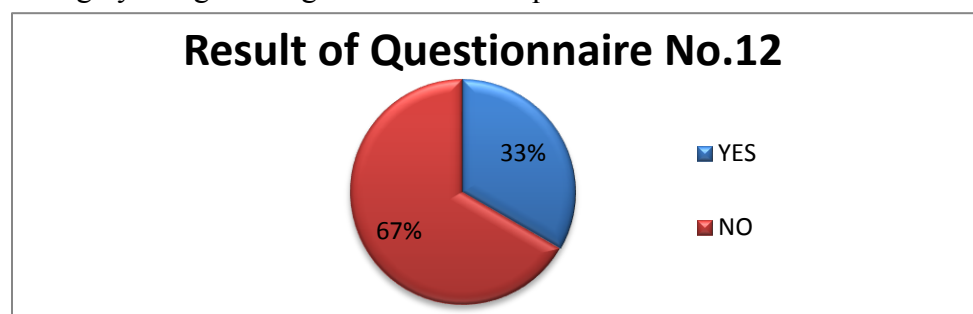
From the chart above, it showed that 3 or 17% students chose option YES indicating that they understood in vocabulary in learning writing by using running dictation technique. The second respond, it showed that 15 or 83% students chose option NO indicating that they not understand in vocabulary in learning writing by using running dictation technique.

- k. The **eleventh** questions were “Do you get difficulties in spelling, punctuation and capitalization in learning writing by using running dictation technique?”



From the chart above, it showed that 10 or 56% students chose option YES indicating that they got difficulties in spelling, punctuation, and capitalization in learning writing by using running dictation technique. The second respond showed that 8 or 44 % students chose NO indicating that they did not get difficulties in spelling, punctuation, and capitalization in learning writing by using running dictation technique.

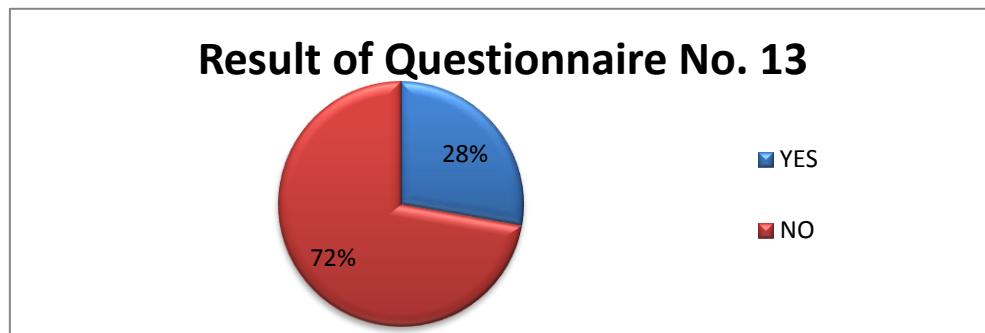
- l. The **twelfth** questions were “Do you become more motivated in learning writing by using running dictation technique?”



From the chart above, it showed that 6 or 33% students chose YES indicating that they became motivated in learning writing by using running dictation technique. The

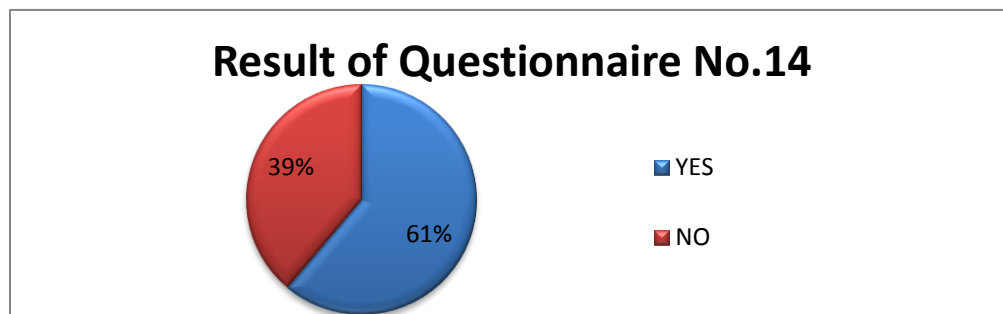
second respond it showed that 12 or 67% students chose NO indicating that they did not become motivated in learning writing by using running dictation technique.

- m. The **thirteenth** questions were “Do you feel comfortable and fun in learning writing by using running dictation technique?”



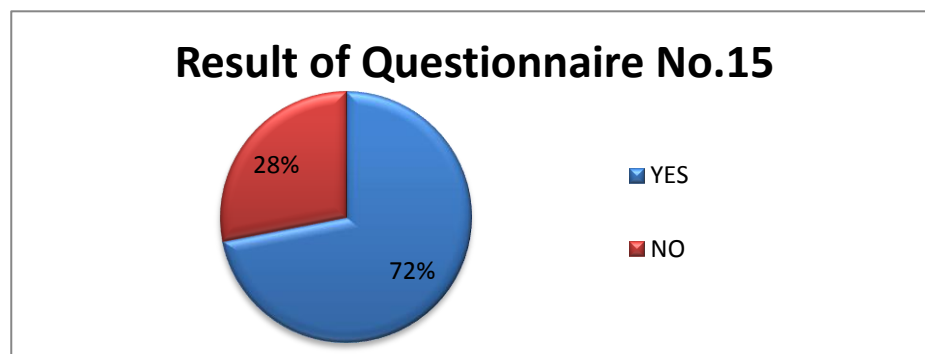
From the chart above, it showed that 5 or 28% students chose option YES indicating that they feel comfortable and fun in learning writing by using running dictation technique. The second respond showed that 13 or 72% students choose NO indicating that they did not feel comfortable and fun in learning writing by using running dictation technique.

- n. The **fourteenth** questions were “Does running dictation technique in writing spend a long time?”



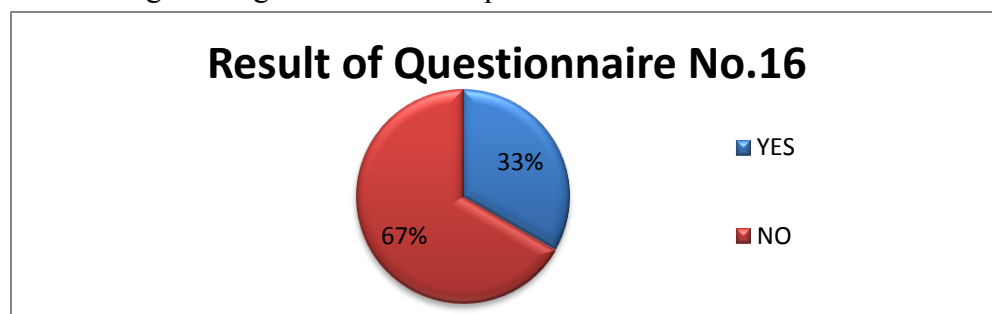
From the chart above, it showed that 11 or 61% students chose option YES indicating that they take a long time in learning writing by using running dictation technique. The second respond showed that 7 or 39% students chose option NO indicating that they did not take a long time in learning writing by using running dictation technique.

- o. The **fifteenth** questions were “Do you feel difficult in using running dictation technique in writing descriptive text?”



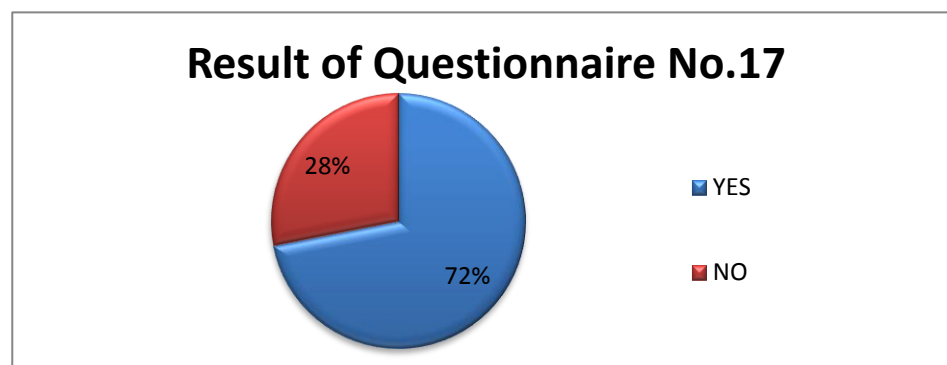
From the chart above, it showed that 14 or 72% students chose option YES indicating that they got difficulties in using running dictation technique in writing descriptive text. The second respond showed that 4 or 28% students chose option NO indicating that they did not get difficulties in using running dictation in writing descriptive text.

- p. The **sixteenth** questions were “Do your teacher can explain easier when she/he using running dictation technique?”



From the chart above, it showed that 6 or 33% students chose option YES indicating that they teacher can explain in learning writing by using running dictation technique. The second respond showed that 12 or 67% students chose option NO indicating that they teacher cannot explain in leaning writing by using running dictation technique.

q. The **seventeenth** questions were “Do your teacher give response?”



From the chart above, it showed that 8 or 28% students chose option YES indicating that they teacher give response. The second respond showed that 10 or 72% students chose NO indicating that they teacher did not give response.

Based on the data questionnaire field by the students, could be described that the students had problems in learning descriptive text writing by using running dictation technique. They are as follows like the students' difficulty in the developing idea, and then students' difficulty in organizing the ideas to write a descriptive text by using running dictation technique, and then the students' lack of vocabulary, spelling, capitalization and punctuation. The problems faced by the students are caused by several things namely, lack learners motivation, inadequate time, lack of practice and teacher's feedback.



## **D. Conclusion Drawing and Verifying**

In this step, the researcher drew the conclusion and verified the answer of research question that was done in displaying the data by comparing the observation data, interview the data, and questionnaire the data. In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion findings are divided into two part:

### **1. The process of Learning English Writing by Using Running Dictation**

The researcher employed an observation to know how is the process of learning English writing by using running dictation technique, the problem and the causes that can rise in the process of learning. The observation conducted in two meetings, and the teacher applied all the procedures in running dictation technique. The result were, the students still confused although the teacher had to explained, it's because some of students not focus and talked with each other, and the students did not have a confidents to apply the words that had they know in real situation. So in learning process most of students choose to quite.

### **2. The Students Problem in Learning English Writing by Using Running Dictation Technique**

The researcher employed a questionnaire and interview to know the students' problem in learning writing by using running dictation technique. Based on the questionnaire and interview that answered by the students, the problems are:

- e. The students' difficulties in developing the ideas, they confused what should they write.
- f. Most of students did not understand to use a grammar especially in pattern to make a correct sentence.
- g. When the students write descriptive text, they had difficulties in arranging the word because they do not know meaning of vocabulary.
- h. The students had difficulties in spelling, punctuation and capitalization because they confused about how to use capitalization in the correct sentence.

These finding supported by the theory from Yohana P.Msajila. All the students' problems that got by researcher was same whit the theory of Yohana P.Msajila. (see students' problem in chapter 2 page 20)

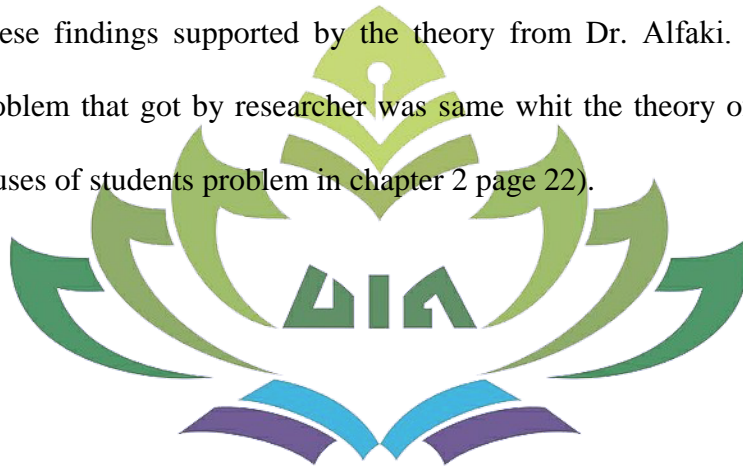
### **3. The Causes of Students' Problem in Writing by Using Running Dictation Technique**

The researcher employed a questionnaire and interview to know the causes of students' problem in learning writing by using running dictation technique. Based on the questionnaire and interview that answered by the students, the causes are:

- e. Some of students did not interest to learn writing by using running dictation technique because they did not like English subject

- f. In teaching learning process by using running dictation technique especially in writing the time is key of factor in producing a text, so need adequate time.
- g. When students write a text some of them difficulties arranging sentence because they lack practice in their daily activity.
- h. The explanation of teacher is not clear. So, the students still confused what should they write.

These findings supported by the theory from Dr. Alfaki. All the students' problem that got by researcher was same whit the theory of Dr. Alfaki. (see causes of students problem in chapter 2 page 22).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The result of the research shows that running dictation technique is the good technique which can be implemented in the process of learning English writing. Running dictation technique is not only easy to be implemented both by teacher and students, but also can increase the students' motivation and participation in learning process. Moreover, the students also showed an improvement in their English ability especially in writing.

Having discussed the result of the research it can be concluded that:

1. Learning process was done on two meetings, the classroom atmosphere in learning English writing by using running dictation technique looked active in learning English writing by using running dictation technique, but some of them looked less responsive in learning writing.
2. The problems faced by students in learning English writing by using running dictation technique are:
  - a. The students' difficulties in developing the ideas, they confused what should they write.

- b. Most of students did not understand to use a grammar especially in pattern to make a correct sentence.
  - c. When the students write descriptive text, they had difficulties in arranging the word because they do not know meaning of vocabulary.
  - d. The students had difficulties in spelling, punctuation and capitalization because they confused about how to use capitalization in the correct sentence.
3. The Causes of Students Problem in Learning Writing by Using Running Dictation Technique are:
- a. Some of students did not interest to learn writing by using running dictation technique because they did not like English subject
  - b. In teaching learning process by using running dictation technique especially in writing the time is key of factor in producing a text, so need adequate time.
  - c. When students write a text some of them difficulties arranging sentence because they lack practice in their daily activity.
  - d. The explanation of teacher is not clear. So, the students still confused what should they write.

## **B. Suggestion**

After the researcher has done the research at MTs Pelita Pesawaran, the researcher would like to give some suggestion as follows:

### **1. For the students**

- a. The students should be more focus in learning process, do not talk to teach other too much when the teacher explain the material.
- b. The students should be more manage time to learn and practice their English especially in writing.
- c. The students should have more time to practice writing to think what will be written, do not felt shy and afraid of making mistake.
- d. The students should expand on vocabulary, organization and grammar that can be easy used in their writing activity.

### **2. For the Teacher**

- a. The teacher should monitor the students' activity well to decrease the crowded classroom.
- b. The teacher should prepare the teaching aid in order to implementation of technique running dictation well and success.
- c. The teacher should prepare provide a new variety of technique, especially in teaching and learning descriptive text writing in order to make teaching learning process more interesting and attract the students in learning English.

### 3. For the School

- a. The school should provide some media (LCD) to support the students in learning English.
- b. The school should provide some of the activity or equipment to support the teacher and students in teaching English: provide more language laboratories and make the organization that related about English.





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